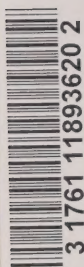


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SUBMISSION
TO THE COMMITTEE
ON UNIVERSITY AFFAIRS



BROCK UNIVERSITY

OCTOBER 1973

BROCK UNIVERSITY

STATISTICAL SUBMISSION

AND

SOME RESPONSES TO

SUGGESTED TOPICS FOR DISCUSSION

OCTOBER 1973

LONG TERM ENROLMENT DATA 1971-1972 TO 1978-1979

Instructions:

1. Please complete this report in a manner consistent with the enrolment categorization scheme and definitions reflected on the regular MCU Enrolment Report (UAR Forms). Note particularly, however, the precise requirement under item (a) which is for registration in the 1st. University year subsequent to Grade 13 into undergraduate degree Programs only.
2. Reports for the University of Guelph, the University of Waterloo, and the University of Windsor should be on an FTE basis.
3. For constituent Universities with Federated or Affiliated institutions, Full-Time Enrolment must take into account net teaching service performed for these Institutions, and will therefore, be stated in terms of FTE for teaching services performed (Toronto, Waterloo, Western and Laurentian).

	1971 -72	1972 -73	1973 -74	1974 -75	1975 -76	1976 -77	1977 -78	1978 -79
a. Full-Time "Freshman Intake" (i.e. 1st Year Undergraduate Degree)	836	710	619	630	630	630	---	---
GRADE XII ENTRANTS	115	123	123	120	120	120	---	---
b. Total Full-Time Undergraduate (including diploma and other non-degree and make-up or qualifying year)	2365	2396	2182	2200	2200	2200	---	---
c. Total Graduate (Fall-Term)	18	17	45	58	70	85	99	106
EDUCATION: FTE of part-time	---	---	---	25	30	40	50	60
d. Total Full-Time Enrolment (b) plus (c)	2383	2413	2227	2273	2300	2325	---	---
e. FTE of Part-Time Enrolment using appropriate Formula Conversion Factors (excluding "Summer School" Graduate Students)	493.6	721.3	965	965	965	965	---	---
f. FTE Enrolment (d plus e)	2876.6	3134.3	3192	3248	3265	3290	---	---

August 1973



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UNDERGRADUATE ENROLMENT DATA

DEGREES AWARDED BY LEVEL

<u>1971-1972</u> <u>ACTUAL</u>	<u>1972-1973</u> <u>ACTUAL</u>	<u>1973-1974</u> <u>ESTIMATED</u>	<u>1974-1975</u> <u>PROJECTED</u>	<u>1975-1976</u> <u>PROJECTED</u>	<u>1976-1977</u> <u>PROJECTED</u>	<u>1977-1978</u> <u>PROJECTED</u>	<u>1978-1979</u> <u>PROJECTED</u>
-----------------------------------	-----------------------------------	--------------------------------------	--------------------------------------	--------------------------------------	--------------------------------------	--------------------------------------	--------------------------------------

DIPLOMA

(Specify)

PROFESSIONAL DIPLOMA
IN EDUCATION

----	92	140	140	140	140	----	----
------	----	-----	-----	-----	-----	------	------

August 1973

GRADUATE ENROLMENT DATA

GRADUATE DIPLOMAS AND DEGREES AWARDED / TO BE AWARDED BY DISCIPLINE AREA

	1971-1972 ACTUAL	1972-1973 ACTUAL	1973-1974 ESTIMATED	1974-1975 PROJECTED	1975-1976 PROJECTED	1976-1977 PROJECTED	1977-1978 PROJECTED	1978-1979 PROJECTED
--	---------------------	---------------------	------------------------	------------------------	------------------------	------------------------	------------------------	------------------------

AGGREGATE FIGURES

Master's	10	9	11	27	39	47	83	98
Doctoral								
Other (Specify)								
Total	10	9	11	27	39	47	83	98

FIGURES BY DISCIPLINE AREA

EDUCATION

Master's	--	--	--	--	--	--	20	25
Doctoral								
Other (Specify)								
Total	--	--	--	--	--	--	20	25

FINE AND APPLIED ARTS

Master's								
Doctoral								
Other (Specify)								
Total								

HUMANITIES AND RELATED

Master's	--	--	--	6	10	12	15	18
Doctoral								
Other (Specify)								
Total	--	--	--	6	10	12	15	18

SOCIAL SCIENCES AND RELATED

Master's	--	--	--	4	5	7	12	15
Doctoral								
Other (Specify)								
Total	--	--	--	4	5	7	12	15

August 1973

GRADUATE ENROLMENT DATAGRADUATE DIPLOMAS AND DEGREES AWARDED / TO BE AWARDED BY DISCIPLINE AREA

	<u>1971-1972</u>	<u>1972-1973</u>	<u>1973-1974</u>	<u>1974-1975</u>	<u>1975-1976</u>	<u>1976-1977</u>	<u>1977-1978</u>	<u>1978-1979</u>
	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>ESTIMATED</u>	<u>PROJECTED</u>	<u>PROJECTED</u>	<u>PROJECTED</u>	<u>PROJECTED</u>	<u>PROJECTED</u>

AGRICULTURAL AND BIO-LOGICAL SCIENCES

Master's	3	2	3	7	12	13	18	20
Doctoral								
Other (Specify)								
Total	3	2	3	7	12	13	18	20

ENGINEERING AND APPLIED SCIENCES

Master's								
Doctoral								
Other (Specify)								
Total								

HEALTH PROFESSIONS AND OCCUPATIONS

Master's								
Doctoral								
Other (Specify)								
Total								

MATHEMATICS AND THE PHYSICAL SCIENCES

Master's	7	7	8	10	12	15	18	20
Doctoral								
Other (Specify)								
Total	7	7	8	10	12	15	18	20

August 1973

GRADUATE ENROLMENT DATADISTRIBUTION OF NEW REGISTERED GRADUATE STUDENTS (FULL-TIME AND PART-TIME)BY DISCIPLINE AREA

Instructions:

A new graduate student is defined to be a graduate student who is new to a particular graduate program in the institution. This includes students new to the institution and new to graduate studies in the institution. The number of such new students should be determined for each term and then added up over the three terms to give the number of new graduate students in a given year. The terms should be considered in the order fall, winter, spring so that, for example, the 1970-71 year consists of Fall 1970, Winter 1971, Spring 1971.

AGGREGATE FIGURES				
	1970-1971 ACTUAL	1971-1972 ACTUAL	1972-1973 ACTUAL	1973-1974 ESTIMATED
Full-Time				
-Master's		9	10	39
-Doctoral	13			
-Other (Specify)		9	10	39
-Total	13			
Part-Time				
-Master's	5	NIL	1	4
-Doctoral				
-Other (Specify)				
-Total	5	NIL	1	4

FIGURES BY DISCIPLINE AREAEDUCATION

Full-Time									
-Master's									
-Doctoral									
-Other (Specify)									
-Total									
Part-Time									
-Master's									
-Doctoral									
-Other (Specify)									
-Total									

August 1973

GRADUATE ENROLMENT DATADISTRIBUTION OF NEW REGISTERED GRADUATE STUDENTS (FULL-TIME AND PART-TIME)BY DISCIPLINE AREAFINE AND APPLIED ARTS

Full-Time	-Master's				
	-Doctoral				
	-Other (Specify)				
	-Total				
Part-Time	-Master's				
	-Doctoral				
	-Other (Specify)				
	-Total				

HUMANITIES AND RELATED

Full-Time	-Master's				10
	-Doctoral				
	-Other (Specify)				10
	-Total				
Part-Time	-Master's				3
	-Doctoral				
	-Other (Specify)				3
	-Total				

SOCIAL SCIENCES AND
RELATED

Full-Time	-Master's				5
	-Doctoral				
	-Other (Specify)				5
	-Total				

	<u>1970-1971</u> <u>ACTUAL</u>	<u>1971-1972</u> <u>ACTUAL</u>	<u>1972-1973</u> <u>ACTUAL</u>	<u>1973-1974</u> <u>ESTIMATED</u>
	--	--	--	
	--	--	--	
	--	--	--	
	--	--	--	
	--	--	--	
	--	--	--	
	--	--	--	

August 1973

GRADUATE ENROLMENT DATADISTRIBUTION OF NEW REGISTERED GRADUATE STUDENTS (FULL-TIME AND PART-TIME)BY DISCIPLINE AREA

	<u>1970-1971</u>	<u>1971-1972</u>	<u>1972-1973</u>	<u>1973-1974</u>
	ACTUAL	ACTUAL	ACTUAL	ESTIMATED
<u>SOCIAL SCIENCES AND RELATED</u>				
Part-Time	--	--	--	0
-Master's				
-Doctoral				
-Other (Specify)				0
-Total				
<u>AGRICULTURAL AND BIO-LOGICAL SCIENCES</u>				
Full-Time	2	4	2	10
-Master's				
-Doctoral				
-Other (Specify)				
-Total	2	4	2	10
Part-Time	4	NIL	1	1
-Master's				
-Doctoral				
-Other (Specify)				
-Total	4	NIL	1	1
<u>ENGINEERING AND APPLIED SCIENCES</u>				
Full-Time				
-Master's				
-Doctoral				
-Other (Specify)				
-Total				
Part-Time				
-Master's				
-Doctoral				
-Other (Specify)				
-Total				

August 1973

GRADUATE ENROLMENT DATADISTRIBUTION OF NEW REGISTERED GRADUATE STUDENTS (FULL-TIME AND PART-TIME)BY DISCIPLINE AREA

		<u>1970-1971</u> ACTUAL	<u>1971-1972</u> ACTUAL	<u>1972-1973</u> ACTUAL	<u>1973-1974</u> ESTIMATED
<u>HEALTH PROFESSIONS AND OCCUPATIONS</u>					
Full-Time	-Master's				
	-Doctoral				
	-Other (Specify)				
	-Total				
Part-Time	-Master's				
	-Doctoral				
	-Other (Specify)				
	-Total				
<u>MATHEMATICS AND THE PHYSICAL SCIENCES</u>					
Full-Time	-Master's	11	5	8	14
	-Doctoral				
	-Other (Specify)				
	-Total	11	5	8	14
Part-Time	-Master's	1	NIL	NIL	--
	-Doctoral				
	-Other (Specify)				
	-Total	1	NIL	NIL	--

August 1973

SUGGESTED TOPICS FOR DISCUSSION

SOME RESPONSES

I. ENROLMENT

1. It appears that in terms of total enrolment Brock will meet its projections for 1973/74. However, for the past two years there has been a slight decline in full-time enrolment and a substantial increase in the number of part-time students.

Although we are publicizing Brock University more actively than in the past and have a number of attractive new programs and facilities, we can see no firm basis for projecting an increase in either full-time or part-time undergraduate enrolment in the foreseeable future, and are therefore positing a steady state. But we are well aware that the University's financial position would be greatly improved by an increase in enrolment and we shall do our utmost to achieve it.

The development of graduate programs for the period 1972-77 was outlined in the University's five-year plan for graduate studies, submitted to ACAP in September 1972, and approved by the Minister on the advice of CUA in January 1973. The projections for programs in the central disciplines of the Arts and Sciences for the period 1974-79 presented today do not differ appreciably from those contained in the five-year plan. At the time of preparation of the plan our position regarding graduate work in Education was not firm. Experience during the past year has confirmed the view that there is ample reason for the development of such work at Brock University to meet the needs of teachers in the Niagara region. At present local teachers anxious to pursue graduate work in education

enrol in institutions in New York State. Brock University is developing a proposal for graduate studies in the College of Education in cooperation with the Faculty of Arts and Science and, in the first instance, with the Faculty of Science of McMaster University. The program is being designed to meet the expressed needs of teachers within the areas served by both Universities. The projections of enrolment in this program within Brock University are based on present estimates of need and may be revised in light of experience. McMaster University will submit its own estimates. An appropriate modification of our five-year plan will be prepared shortly in accordance with the approved procedures published by the Minister.

2. Student enrolment has been reasonably well distributed among the several programs and departments; some of those with rather small numbers have this year received an unexpectedly large infusion of new students.

The new programs in Administration and Physical Education have attracted more students than had been expected, as have a number of new courses designed primarily for part-time students.

3. Comparatively small classes at the undergraduate level must constitute one of the principal advantages of the smaller university. At Brock it has been a fundamental policy to stress the importance of small group instruction by seminar or tutorial. Seminars are a feature of the majority of courses in both day and evening sessions and are being maintained in spite of budgetary restraints.

The 1973 figures broken down by course are not yet available but there are now very few courses with a conspicuously low enrolment. Introduction of preregistration in the

spring for students returning in September allows for more effective planning of courses in the higher years and the omission of electives in which interest may be minimal. Moreover, many third and fourth year options are now cycled and offered only in alternate years.

4. We have been pleased to note that many stop outs from this and other universities are returning to both full- and part-time studies.

Full-time: 41

Part-time: 140 - returned to Summer Evening

35 - returned to Summer Day

165 - returned to Winter Evening

5. (a) We see no easy solution to this problem. The Brock faculty is young and few openings occur through resignation or retirement; moreover, these will seldom be in areas sufficiently well staffed to allow the position to be reallocated.

The programs in Physical Education, Administration, Music, and Urban and Environmental Studies will all require additional teaching staff in the next two years. Funds to support them must come either from savings through attrition elsewhere or additional income. A special committee of Senate is studying the reallocation of resources.

(b) There are no obvious breaks in the teaching pattern. Brock faculty have always been accustomed to teaching in areas beyond their own immediate specialty. A number are now preparing new and broader courses which may be of interest to a wider public or more appropriate to new subject groupings.

6. We understand that a collective response is being prepared by the Council of Ontario Universities.
7. We welcome non-Canadian students and believe that they can contribute significantly to the learning experience of Canadians. In our graduate programs in which numbers are small, we would wish to avoid any non-Canadian imbalance.
8. Similarly, we are pleased to admit qualified students from other provinces. They, too, widen the experience of our Ontario majority.

II. UNDERGRADUATE STUDIES

1. (a) Brock has moved to a credit system which greatly facilitates transfer between full- and part-time studies.
- (b) The interdisciplinary Council and Institute of Urban Studies is being expanded to include Environmental Studies.

The programs in Urban and Environmental Studies are not intended to replace a major in a single social science or science discipline but rather to provide an interdisciplinary focus on urban or environmental studies based upon a sound background in one or more of such conventional disciplines as Biological Sciences, Economics, Geography, Geological Sciences, Politics and Sociology. Urban and Environmental Studies courses take the expertise developed in other disciplines, add urban and environmental systems theory together with specialized research methods, and apply the combination to problems of policy planning.

Although Urban Studies and Environmental Studies are distinct programs, the intimate relationship between urban and environmental affairs is recognized in a series of courses (Urban and Environmental Studies 250, 295, 395, 495) which are common to both programs. In addition, there

are more specialized courses both in Urban Studies and in Environmental Studies.

(c) A number of courses in Extradepartmental Studies have been introduced under the direction of Professor J.R.A. Mayer, a former Dean of the Faculty of Arts and Science. This mechanism enables us to offer courses for which there is a recognizable demand, chiefly from a new group of potential part-time students, but which are outside the province of existing Brock departments. They can be offered as single courses on an experimental basis without long-term commitment to full-time staff or an on-going program in the subject. Courses this year are in Comparative Religion; Women's Studies; History of Art; Design. All of these are given on Saturday mornings, as is the new part-time program in Physical Education.

2. This has been the subject of a good deal of discussion within the University. Two colleagues who have been involved in that discussion give their views as follows:

"It seems probable that the intellectual ability of Ontario high school graduates is about the same now as it has always been, although since more graduates are coming to university the average intelligence of first year students may well be lower. The training which these recent high school graduates have received, however, is different now from that which was formerly undergone. The recent graduate probably has a wider range of knowledge than his predecessors but much of it is superficial. In the fundamental techniques of reading, writing and arithmetic the recent graduate is inadequately prepared; his reading comprehension is frequently poor and his reading speed slow; he often has absolutely no knowledge of the fundamentals of grammar or composition; and he is

"frequently unable to solve simple mathematical problems; formal logic, or even the detection of fallacies, is generally beyond him; and his spelling tends to be original rather than consistent or correct. (This - not surprisingly - is also true of his pronunciation of the spoken word.) The inescapable impression which is imposed by these facts is that recent high school graduates have often managed to evade the more unpleasant, routine and laborious aspects of secondary education. The result, in some instances, is virtual illiteracy and slovenly habits of thought. Since the high school course is still five years in length, it would be expected that some compensating advantages would offset these serious deficiencies, but if that is the case it is not immediately apparent."

"Recent faculty concerns over the levels of skills and competencies of Ontario university entrants are real enough. It is true that faculty perceptions of these skills are generally negative and that faculty tend to blame the revised school system for the apparent failure of first year students to meet their expectations in fluency, accuracy, and speed in symbolic processes.

Skill with verbal, numerical and spatial symbols is probably normally distributed. As the universities increase the proportion of the age group that is allowed to enter first year programs, the students are bound to become much more heterogeneous. The range of competencies in writing and in mathematical reasoning is much greater in Ontario universities than it was ten or fifteen years ago. The situation is further complicated by the fact that not all students finishing grade 13 have completed the grade 13 syllabus in English or Mathematics. On the other hand, the methods of teaching in Ontario universities have not, generally, although there are some notable exceptions, responded to the changes in the range of

"abilities or the de-emphasis in prescriptive teaching that have mediated the learning experience in Ontario's secondary schools.

Given that the students are more heterogeneous and given the willingness of universities to accept all-comers who meet the grade 13 criterion, the university itself must institute pre-assessment measures, not for exclusion, but for diagnosis of individual difficulties in symbolic operations. The aim of such diagnosis would be to determine what remedial work may be necessary either before or during the first year of university study."

III. GRADUATE STUDIES

1. The University has participated in all ACAP assessments in those areas in which it offers graduate programs or in which there is reasonable expectation that a program could be offered within the next five years. While the main thrust of the assessments has been directed to Ph.D. programs and, in general, the reports have said little about master's level programs, the review aspect of the assessments has been very helpful to the University. We intend to consider the reports carefully in the further development of our programs and, thereby, to provide programs that are timely and in keeping with the general needs of the province.
2. The concept of "provisional embargo" on new Ph.D. programs does not affect this University.

IV. HEALTH SCIENCES

N/A

V. RESEARCH

1. Administration of research has not been a major problem to date. Commitments of university funds and other resources are made after consultation with chairmen and within the constraints of the University's budget. Research supported by outside agencies is administered in accordance with the guidelines established by the granting agency and in accordance with normal university policy in matters relating to personnel.

Research grant applications are passed through the hands of the departmental chairman, the Dean and the President. Before approval of the application is given there is consideration of any hidden costs to the University and the appropriate budgetary commitments are authorized. Care is taken to ensure that any legal obligations implied by acceptance of the grant can be satisfactorily discharged.

VI. PART-TIME STUDENTS

1. We have now reached the point where the number of part-time undergraduates enrolled at Brock is greatly in excess of the full-time registration - 2,979 to 2,182, and accounts for 25% of our revenue.

The implementing of the guidelines for part-time students has been a relatively easy task at Brock University.

From the inception of the Continuing Education program, admission requirements for all students whether full-time or part-time, have been identical. Part-time students may choose courses in day or evening or both according to the needs of their time schedule. A number of students who are shift workers have, in fact, been able to continue their studies by taking part of their courses in the evening session and then, as their shift changes, switching

to the day session.

Although in the beginning of our program, rather strict regulations were placed on the number and type of courses allowed to students in Continuing Education, departments have since begun a cycling of courses which permits a regular presentation of required courses and the normal completion of a degree in a major subject within a three to five year period. While students may be advised against carrying too heavy a load in any one academic year, a student is allowed to proceed at his own pace. Many more students are now able to complete a major than in the past and a number are now completing honours degrees completely by part-time studies.

If a course is duplicated in the evening, it is equivalent if not identical to its counterpart given in the day program. Over ninety percent of the courses are taught by full-time faculty of the University and faculty members in all ranks are equally willing to offer courses in Winter Evening, on Saturday mornings, Summer Evening and Summer Day Sessions. All students sit a common final examination at the same time. There is, therefore, no feeling that a student in part-time studies is receiving "a second rate" degree.

Although Brock library facilities are sorely taxed - both in number of books and amount of reading space available, we are trying to set up special reserve systems which will assist the part-time student, especially the one who has some distance to travel. However, access to books is a continuing problem.

We are anxious to extend and improve the facilities and services available to evening students, but are hampered by the present budgetary situation.

3. The University has permitted part-time studies at the Master's level from the beginning of its graduate programs. Admission requirements are the same as for full-time students; the minimum period for the completion of degree requirements is set at two years, rather than the one year required for full-time students.

4. First Admissions to Continuing Education

1969	704
1970	1,052
1971	913
1972	1,042
1973	1,185

Winter Evening Session 1973/74 Students
by Occupation (1470 reporting)

Teachers	945
(Elementary	680
Secondary	155
Other	38
Non-differentiated	73)
Accountants	20
Registered Nurses	33
Homemakers	81
Office Workers	133
Factory Workers	61
Others	147

VII. FACULTY

1. Policies on tenure and sabbaticals are attached as appendices X and Y.

We have no policy statements in respect of the other items. Summer school teaching is usually provided on an overload basis. Professional income from extra-university sources is discussed on an ad hoc basis, the principal criterion being the extent to which teaching responsibilities may be affected.

Community involvement in areas related to professional competence and the several programs of studies has been encouraged whenever such involvement benefits the University.

Summer school teaching has been regarded as an addition to normal duties since summers are used for course preparation and research in ordinary circumstances. Senate has recommended limits on the amount of such teaching permitted to an individual faculty member in any one year.

Professional income earned from extra-university sources has not been a significant item in our experience. In instances of income derived from consulting duties that require absence from campus, care has been taken to ensure that normal university duties are not neglected. Arrangements are made through the chairman of the department and the Dean.

VIII. STATUS OF WOMEN

1. The University does not have a formal policy on the hiring, remuneration and promotion of women. The practice is as follows:

- (i) on hiring, to hire the individual who is most qualified to perform the duties of the job in question.
- (ii) on remuneration, to pay a competitive salary for the job and to provide salary ranges for each job within which the individual can be rewarded for meritorious performance.
- (iii) on promotion, to promote the individual who is most qualified to perform the duties of the job.

These processes are carried out without discrimination by sex. If a job could not reasonably be performed because of sex, it would be necessary to apply for an exemption from the Ontario Human Rights Commission.

Discrimination by sex in the hiring and promotion process is a violation of the Ontario Human Rights Code. Discrimination in rates of pay by sex is a violation of The Employment Standards Act.

An excerpt from an article in the Student Handbook on the Status of Women at Brock by Professor Mary Jane Miller is included as Appendix Z.

IX. STUDENT SUPPORT

1. The acting awards officer reports that she has not yet been able to make a meaningful comparison with last year. It would seem that the amounts of OSAP awards have increased slightly by some \$20-\$30 but instances of refusal are much as they were a year ago.

Suggested further revisions would include:

- (a) a reduction in the age of dependency from the present 24;
 - (b) a decrease in parental contribution as cost of living increases;
 - (c) an increase in board/lodging allowance as cost of living increases;
 - (d) retention of local transportation allowance where a car is justified in the absence of local transportation.
2. The interest on the Brock University Founding Fund has been used to establish the Scholarship Fund. For 1973/74 the policy was to award admission scholarships of \$600 to those with 90% and above and \$500 to those in the 80%-89.9% category.

X. FINANCE-OPERATING

1. No formula is used for internal distribution of funds. Appropriations are made on an ad hoc basis, department by department.

Enrolments are a factor in determining such appropriations but occasional pressures to introduce a formula based on enrolment have been resisted as inappropriate to the Brock situation.

2. Slip-year financing is of very significant assistance in planning. However, since neither the B.I.U. value nor that of the compensatory grant is known a year in advance, its usefulness is considerably diminished.
3. We endorse the principle of a formula to ensure the most equitable distribution among the universities of Ontario. The problem lies in adapting the formula to an inflationary situation and one of steady or declining enrolment.

4. We strongly support the current proposals for stabilization prepared by the Joint Committee on Operating/Finance.

XI. FINANCE-CAPITAL

1. The present system is based on the formula:

Cyclical renewal to year \underline{n} = (Allocation
Inventory for year \underline{n} x \$55 + cumulative
cash flow to year $\underline{n-1}$) x 1% + cyclical
renewal to year $\underline{n-1}$.

In our view the present percentage is low and should be raised from 1% to at least 1.5%.

2. For the most part our space is sufficiently flexible to adapt to all but the most specialized needs. The principal difficulty will be in meeting the costs of any adaptation.

But Brock's biggest problem lies in the phasing out of the Glenridge building; all are agreed that this would be desirable, yet we cannot at present see any way by which it can be accomplished.

XII. ECONOMIES

1. Both Senate and the Board of Trustees have affirmed that the quality of education at Brock must be maintained. Economies have been principally in the non-academic sector. However, we have been unable to avoid major reductions in three important areas which must inevitably have academic implications:

- (a) Library acquisitions - a particularly important area in a new university.
- (b) Scientific equipment - there will be virtually no expenditure in this area for 1973/74.
- (c) Non occupancy of much the new academic building, including specially designed laboratory space for Geography and Sociology.

As indicated in the following tables, while the number of faculty has increased slightly since 1971, the number of personnel in other areas has been significantly reduced.

Table I is a summary of the number of full-time staff at the University in the academic years 1971/72 and 1972/73 showing the number of additions and deletions in the various categories of staff.

Table II is a summary of the rates of attrition and replacement in the various categories of staff.

Table III has been added to clarify the numbers and departments included under the heading of Administrative, Professional and Supervisory.

TABLE I

NUMBER OF FULL-TIME STAFF EMPLOYED BY BROCK UNIVERSITY
1971-73

Category	Number of Staff July 1, 1971		Number of Staff July 1, 1972		Number of Staff July 1, 1973	
	Additions	Deletions	Additions	Deletions	Additions	Deletions
Faculty - Arts & Science	169	13	2	180	15	15
- College of Education	12	1	0	13	4	3
Administrative, Professional Supervisory - Note 2	59	9	4	64	3	10
Technical/Service - Note 3	44	7	11	40	4	8
Secretarial/Clerical	126	24	25	125	16	34
Maintenance & Housekeeping	66	1	5	62	3	9
Total	476	55	47	484	45	79

Note 1 - the figure of 180 includes 9 faculty members on leave without pay but who are still carried on staff. Corresponding figures for July 1, 1971 and 1972 would be 2 and 6.

Note 2 - see Table III for a further breakdown.

Note 3 - does not include those on grants.

TABLE II

NUMBER OF FULL-TIME STAFF EMPLOYED BY BROOK UNIVERSITY
1971-73

<u>Category</u>	<u>Number of Staff July 1, 1971</u>	<u>Note 1 Rate of Replacement</u>	<u>Note 2 Rate of Attrition</u>	<u>Number of Staff July 1, 1972</u>	<u>Rate of Replacement</u>	<u>Rate of Attrition</u>	<u>Number of Staff July 1, 1973</u>
Faculty - Arts & Science	169	650.0%	1.2%	180	100.0%	8.3%	180
- College of Education	12	-	0%	13	133.3%	23.1%	14
Administrative, Professional Supervisory	59	225.0%	6.7%	64	30%	15.6%	57
Technical/Service	44	63.6%	25.0%	40	50.0%	20.0%	36
Secretarial/Clerical	126	96.0%	19.8%	125	47.1%	27.2%	107
Maintenance & Housekeeping	66	20.0%	7.8%	62	33.3%	14.5%	56
Total	476	117.0%	9.9%	484	56.9%	16.3%	450

Note 1 - the "Rate of Replacement" represents the number of additions in a category expressed as a percentage of the number of deletions in that category. It does not relate to the individuals who terminated and whether or not the particular vacancy was filled. Where the Rate of Replacement exceeds 100%, there were more additions than there were deletions.

Note 2 - the "Rate of Attrition" represents the number of deletions in a category expressed as a percentage of the number of employees in the category at the start of the period. This can also be defined as the "Turnover Ratio".

TABLE III
NUMBER OF FULL-TIME ADMINISTRATIVE, PROFESSIONAL AND SUPERVISORY STAFF
EMPLOYED BY BROCK UNIVERSITY, 1971-73

Department	Number of Staff July 1, 1971			Number of Staff July 1, 1972			Number of Staff July 1, 1973		
	Additions	Deletions	Total	Additions	Deletions	Total	Additions	Deletions	Total
Adm. Services	4	0	4	4	0	4	0	0	4
Audio-Visual	0	1	1	1	0	1	0	0	1
Chief Adm. Officer	1	0	1	1	0	1	0	0	1
College of Education	3	0	3	2	1	1	0	0	2
Computer Centre	4	3	1	7	0	7	0	1	6
Continuing Education	1	0	1	1	0	1	0	0	1
Dean	1	1	0	2	0	2	0	0	2
Finance	3	0	3	3	0	3	0	0	3
Information	0	0	0	0	0	0	1	0	1
Library	12	0	12	10	2	8	0	1	7
Physical Plant	10	1	9	11	0	11	0	2	9
Planning	1	1	0	2	0	2	0	2	0
Personnel	2	1	1	3	0	3	0	1	2
President	1	0	1	1	0	1	0	0	1
Provost	1	0	1	1	0	1	0	0	1
Registrar	4	0	4	4	0	4	1	1	4
Secretary, Board	1	0	1	1	0	1	0	0	1
Student Affairs	7	1	6	7	1	6	0	1	5
Theatre	2	0	2	2	0	2	1	1	2
Urban Studies	1	0	1	1	0	1	0	0	1
Total	59	9	44	64	4	56	3	10	57

We have effected the following economies in the level of service of Physical Plant operations:

Housekeeping

- .. Reduction of staff through attrition (over the past year 26 maids have been reduced to 20, and 20 cleaners reduced to 17). Total attrition was accordingly almost 20%.
- .. Overtime is being kept to a minimum in scheduling work on account of sickness.
- .. Consumption of materials has been reduced.
- .. Floor cleaning cycles have been increased from 10 to 20 days.
- .. Office cleaning is being carried out only twice a week (and sometimes only once a week) instead of daily: wastebaskets and ashtrays are emptied once a night.
- .. Service and deliveries have been cut down as much as possible.
- .. We are experimenting with cheaper brands of supplies.
- .. "Personal" services are eliminated wherever possible.
- .. In the Residence, the students change their beds once a week and their rooms are cleaned only once a week; Residence washrooms are cleaned only twice a week.
- .. Salvageable paper is being recycled.
- .. Frequency of window cleaning has been reduced.
- .. Linen towel rolls are being used in place of paper towels.

Maintenance and Utilities

- .. Overtime is being held to the absolute minimum.
- .. Electric Peak Load Control has been instituted for reduction in the overall electric billing.
- .. Air circulation fans are cut off from approximately midnight to 8:00 a.m. to reduce electrical energy consumption.
- .. Electric lights are turned off as much as possible and in some cases, certain lights have been disconnected.

Grounds

- .. No extra summer help (students) has been employed.
- .. The amount of grounds equipment has been reduced.

XIII. MISCELLANEOUS

1. We are anxious that whenever practicable Brock University facilities should be used by responsible individuals and groups outside of the immediate university community. They are already used extensively in this way. However, the University is not in any position to absorb any increased costs attendant on such use.

It is not possible at this time to present a detailed analysis of such use for all areas. However, theatre use for the 1972/73 session may serve as an example.

Thistle Theatre & Education Theatre & Ancillary Spaces
1972/73 Season

306 EVENTS

Type of Event	University Sponsored	%	Other Sponsor	%
Theatre	44	44	56	56
Concerts	41	63	24	37
Dance Recitals	3	75	1	25
Lectures	2	100		
Meetings	11	92	1	8
Motion Pictures	56	96	2	3
Conference Days	6	30	14	70
Symphony Rehearsals			34	100
Other	11	100		
	<u>174</u>	<u>57%</u>	<u>132</u>	<u>43%</u>
Estimated Attendance	18,690	49.9%	18,768	50.1%
Grand Total Attendance	37,458			

Note: Not Included:

1. Formal classes (approx. 20 hours/week)
i.e., 540 hours/week.
2. Rehearsals (approx. 2,100 hours)
(approx. 27,100 man hours).
3. Conference attendance (approx. 2,275 man days).
4. Activities scheduled by College of Education.
5. Drama Department movies in Ed. 324 ('73, attendance 3,650).

3. It is our view that Library Coordination - and not only at the university level - will have to take place in order that the best in library service and materials can be made available to the members of the Brock University community and to the province as a whole.

In these times of dwindling budgets and rapidly increasing costs of both staff and materials, it is impossible for libraries, especially of those newer institutions such as Brock, to assume their traditional role as the storehouses of published knowledge. Coordination of expertise, of facilities and of the acquisition, cataloguing and circulation of library materials will enable us to come closer to the ideal than we could possibly do in isolation.

That this view is strongly held at Brock is evidenced by our present endeavours in cooperation and coordination of library services. On the national level, the University Library participates in those projects to which most libraries subscribe, the most obvious one being Interlibrary Loan. On the regional level, the University Library works closely with the Niagara College Library, the Niagara Regional Library System and the local municipal libraries. Members of the library staff sit on regional committees; the telex and interlibrary loan networks are strong; resource materials are only a phone call away, and the gifts and exchange business in duplicate or unwanted books and journals is flourishing.

On the provincial level, Brock University and its Library has strongly supported the establishment and development of the Ontario Universities' Library Cooperative System. We are actively participating in the Monograph Demonstration Project, the Serials Project and the Documents Project.

However, despite the foregoing a number of caveats must follow:

1. With particular regard to coordination of collections, it must be remembered that the University Library is at the very centre of learning in its own institution and as such must reflect and support its teaching and research programs. Coordination of these programs is a prerequisite to successful library coordination.
2. Coordination must not be confused with centralization. because of its unique role within each university, each library must retain the ability to be responsive to the needs of its faculty and students.
3. On a local Brock basis, cooperative and coordinated ventures impose a severe strain on our limited resources, both personnel and funds, especially in the initial stages, so that our desire to cooperate is forced to take second place to the necessity of providing service and materials here and now for our own community.
4. Cooperation and coordination of services do not come cheaply. If coordination is supposed to equal large reductions in library expenditures we have no doubt it will fail. While some savings may result, we see as the chief aim of coordination the provision of optimum service for every dollar spent and the improvement of library collections and access to them. Thus, the province must be prepared to make funds available from a central source (not from the individual institutions' B.I.U.'s) in order to give cooperative projects, such as OULCS, opportunity to prove themselves.

4. (a) Staff

A formal grievance procedure is set out in the collective agreement which is in effect for organized staff.

There is no formal grievance procedure for non-unionized staff. These employees are encouraged to discuss problems with supervision and if they aren't properly resolved, to discuss them with the Personnel Department. It is never safe to assume that such an informal procedure will properly satisfy all grievances.

(b) Students

Senate has a Standing Committee on Petitions and Appeals to consider appeals in respect of Senate regulations or action of Departments and officers of the University in respect of academic matters.

Policy on Tenure

Appendix X

A. The Meaning of Tenure

Tenure, or appointment without term, means that a faculty member holds his appointment until he chooses to leave or until he reaches normal retirement age. A faculty member with tenure can be dismissed only for cause, and then only after a hearing has taken place in accordance with established and accepted procedures. It follows that the granting of tenure is the most important single step the university takes with regard to a faculty member.

Tenure is not to be construed as a "fringe benefit", similar in character to medical insurance or a pension. Rather, tenure is the basic mechanism for the protection of academic freedom. Tenure is a privilege and like all privileges it carries a measure of responsibility; but it is a privilege which the faculty member in the normal course of events must expect to enjoy.

B. Eligibility for Tenure

A faculty member shall become eligible for tenure on April 1 of:

- (a) the fifth consecutive year of service as lecturer, or as lecturer and assistant professor;
- (b) the fourth consecutive year of service as assistant professor;
- (c) the second consecutive year of service as associate professor;
- (d) the first year of service as professor.

Notwithstanding the above, a faculty member shall be eligible for tenure immediately upon promotion to the rank of associate professor, provided he has served in this university at the next lower rank.

For the purpose of assessing eligibility for tenure, leaves of absence and sabbatical leaves shall be counted as service to the university.

C. Conferring of Tenure

Upon becoming eligible for tenure, a faculty member shall automatically and immediately have his case considered by a university-wide standing tenure committee. This committee shall be a dean's committee composed of three senior tenured members of faculty, together with the dean and the president ex-officio; neither the dean nor the president shall serve as chairman of the committee. It shall be the responsibility of this committee to consult fully with all members of the appropriate departments regarding each case considered. Having completed this consultation, the committee shall forward its recommendations to the administration for implementation.

Within three months of becoming eligible for tenure, a faculty member shall be informed by the administration, in writing, of the decision in his case. This decision must be one of the following:

- (a) that the faculty member is to be granted tenure, effective 1st July following the date of the committee's decision;
- (b) that the faculty member is to undergo a further probationary period of specified length, not exceeding two years;
- (c) that the faculty member will not be reappointed following the expiration of the term of his present appointment.

A faculty member not granted tenure shall be told by the administration in writing, the reasons for this decision.

A. Sabbatical Leave

All faculty members are eligible for sabbatical leave on the basis on one full year's leave for every six years of full-time employment by Brock University. The minimum sabbatical leave is of six months' duration from January 1 or July 1, which may be granted after three years' full-time employment. In some instances it may be possible for a faculty member to take a year's sabbatical leave before the end of six years' service by contracting with the university to return for the balance of the six-year period. In granting the first sabbatical leave to a faculty member, previous service may be taken into consideration.

Faculty members should make arrangements for sabbatical leave through their departmental chairman, the Dean, and the Standing Committee on Leaves and Sabbaticals. Consideration must be given to the needs of their department and requests for leave should normally be submitted at least one year in advance. Faculty members requesting leave should provide their chairman and the Committee with an outline of the scholarly research which they propose to undertake while on leave, and on their return they will be required to submit a full report to the Dean.

Faculty members requesting leave are expected to apply for grants from appropriate sources outside the University. The availability and amounts of these grants may vary greatly from discipline to discipline. Brock University is seeking to establish a Research Fund from which research grants may be awarded to faculty members proceeding on sabbatical leave. The university will be prepared to provide payment of 70% of the salary of the individual. Additional consideration may be given by the university where sabbatical leave has not been granted at the normal time. The university's contributions, in any case, will not exceed what will be

required to make the individual's net income from all sources (exclusive of special research funds and specific travel grants) equal to 100% of what he would normally receive from July 1 of the year in which the leave commences.

If assistance from outside sources does not provide for a travel grant, the university may consider provision of travel expenses. If a faculty member accepts paid employment during the sabbatical leave, this remuneration should be considered on the same basis as if it were an outside grant.

women and the university

"When, with my brothers, I reached forth after the sources of knowledge, I was reproved with 'It isn't fit for you; it doesn't belong to women'."

Lucy Stone, 1855

"Woman is still astonished and flattered at being admitted to the world of thought, of art—a masculine world. She is on her best behaviour; she is afraid to disarrange, to investigate, to explode; she feels she should seek pardon for her literary pretensions through her modesty and good taste."

Simone de Beauvoir, 1949

"This university—all universities—discriminate against women, impede their full intellectual development, deny them places on the faculty, exploit talented women and mistreat women students."

Chicago Women's Liberation, 1969

the status of women at brock

by M.J. Miller

Professor, Drama Department

Close to half of the student body at Brock is feminine—very, from the appreciation accorded them by the other half. Therefore if you are a woman student it may strike you as odd that there are six departments without any women faculty, that only one woman has any kind of major administrative responsibility (Prof. Meeker in Continuing Education) and that there are three out of a total of thirty-two members of the Board of Trustees. Indeed, on the Glenridge Campus, there are only two women faculty members—no doubt to the chagrin of both staff and students. Furthermore, if you are a woman with intelligence and the desire to go on in your chosen field, you may find it a trifle discouraging that a higher proportion of your mothers entered graduate school than the women of your own generation. If you plan to be one of that shrinking percentage, you will discover that the Royal Commission on the Status of Women, more than two years ago, documented discrimination against women academics in promotion, salaries, benefits, retirement, tenure, maternity leaves, hiring and firing, across this country and that the Federal, Provincial and Regional governments have not yet acted on most of the recommendations of that report.

Brock is different in many ways. The Committee on the Status of Women at Brock undertook a survey of the entire full-time and all the part-time women faculty. From the very respectable response (statistically) they established to their satisfaction that no such discrimination as listed above, between full-time men and full-time women faculty, was demonstrable. There are not many full professors who are women, and no chairwomen of departments at present—there have been two in the past ten years. That may be due to the fact that, as of June, 1973, there are only 19 women on faculty. Because of this, Brock is different in another way. Brock discriminates against male faculty. Since there are about 150 men to 19 women and every one of the committees which run the affairs of this university needs its representative (I didn't say token) woman, we find ourselves in great demand when the committees are struck in the spring and the male fancies lightly turn to thoughts—varied. Since not all women, like their other colleagues, want this sort of responsibility, those that are left are usually spread about rather thinly.

Thus, in the important aspect of women sharing responsibilities for the policies of the university, Brock has a very good record in comparison to other universities. Their male colleagues may get tangled up in titles—'chairperson', 'chairwoman', 'madame, I-mean-Ms., uh-chair-president-what's-her name?'; but then the tangle is the point, isn't it?

Biology and cultural conditioning being facts of our lives, many women faculty are part-time or temporary appointments. We don't quite know what that means in terms of consistent policy on length of contracts, library privileges, responsibilities in departments, pay, promotion or benefits, since the university has no definition of what the terms 'part-time' and 'temporary' mean. We keep asking though. But there are a good many women—and two men—who work under these *ad hoc* arrangements.

What the survey did establish was that it is very difficult to move from part-time to full-time even when openings do occur—if you are a woman.

This little song might summarize how things are:

*The Grand Old Duke of Brock, I
He had nearly 200 men
He marched them up to the top of the tower
And he marched them down again.
Nineteen women were in;
All the rest who applied were out;
But some who were only half way in
Were neither in nor out.*

So, if academic excellence is argued to be the single criterion for faculty appointments, why does it matter if the person is male, female or bi? Because a woman student in Physics, Geology, Politics, or Sociology will not have what our colleagues in

.... /

1. York, Queen's Western, etc.

2. No double entendres, dear reader.

